

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | HUMANITIES & SOCIAL SCIENCES | | |
| ACADEMIC UNIT | PHILOLOGY | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | PHL Y401 | SEMESTER | 4o |
| COURSE TITLE | HERODOTUS AND THE ANCIENT GREEK NATIONAL IDENTITY | | |
| INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i> | WEEKLY TEACHING HOURS | CREDITS | |
| Lectures | 3 | 5 | |
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| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | | | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | Special background | | |
| PREREQUISITE COURSES: | There are no prerequisite courses. It is taken for granted, though, that students should have at least a basic knowledge of ancient Greek grammar and syntax | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | GREEK | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | NO | | |
| COURSE WEBSITE (URL) | https://eclass.upatras.gr/modules/document/?course=LIT1802 | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> |
| <p>At the end of this course the student should be able to</p> <ol style="list-style-type: none"> 1. Realise the archetypical role of Herodotus' <i>Histories</i> as the earliest extant work of prose and the longest one in pre-Christian literature; most importantly, the text that shaped the definitive narrative for the archaic Greece and the Persian Wars 2. Provide the proper historical context for the author so that his debt to Homer, composers of narrative elegies or prose historicogeographical works may be duly recognised 3. Acknowledge that the historical unity of the twenty-years period 499-479 BC is a Herodotean construction and achievement, based on two formative experiences of the Greek historical subject, namely panhellenism and antibarbarism 4. Deconstruct the accusations against Herodotus of "naïveté", lack of critical thought, hellenocentrism, orientalism while reading them as anachronistic prejudices born out of (post)modern anxieties |

5. Engage in dialogue with the malleable but compact concept of Greek ethnic-turned-into-national identity and its mutations through time: from the (proto)history of racial groups such as the Dorians and the Ionians up to the earliest recorded “declaration” of Hellenic identity in the Athenians’ reply to Mardonius (*αὐθις δὲ τὸ Ἑλληνικόν, ἐὸν ὄμαιμόν τε καὶ ὁμόγλωσσον, καὶ θεῶν ἰδρύματά τε κοινὰ καὶ θυσίαι ἦθεά τε ὁμότροπα* Θ 144 2)
6. Realise that Herodotus adapts the material of his sources (myths, genealogies, local historical stories, oral testimonies) to the teleology of his master narrative
7. Take into consideration the element of the *Histories*’ orality/performativity evidenced in the public readings of selected sections in Panhellenic or local audiences
8. Acknowledges that the historical narrative is a closed, arbitrary, self-legitimised system, one in which the author sets the rules of its reception

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | |
| Production of new research ideas | Others... |
| | |

At the end of the course the student will have further developed the following skills/competences

1. Ability to follow the architectonics of the Herodotean narrative – from the introductory “ethnographic” books to the epic battles of the Persian Wars – and comment on the causative relations between the recorded facts
2. Ability to bring to the fore the internal (the actors of the narrative) and the external (Herodotus’ listeners/readers) audience of the *Histories* and underline their intended illocutionary role for the evolution of the bipolar Greek geopolitical space in the latter half of the 5th c. BC
3. Study skills for the interpretation of those textual devices (Homeric intertexts, “sacred war”, applied theodicy) owing to which the audience/readership is reminded of the all-but-forgotten heroisation of the Greek freedom fighters

(3) SYLLABUS

1. Introductory issues

The emergence of the “scientific revolution” in the sixth-century BC Ionia and the myth of the transition from the “mythical” to the “historical” worldview

(Proto-)Historical poems: Semonides of Amorgos *Samian Arcjaeology* (7th c. BC), Mimnermus of Colophon *Smyrneis* (7th c. BC), Panyassis of Halicarnassus *Ionica* (early 5th c. BC)

(Proto-)History and the birth of prose

Herodotus’ predecessors: Hecataeus of Miletus’ *Genealogies*, *The periodos of earth* (555-485 BC), Dionysius of Miletus *Persica*

Herodotus’ contemporaries: Charon of Lampsacus *Persica*, *Lybica*, *Hellenica*, Hellanicus of Mytilene *Atthis*, *Troica*, Xanthus the Lydian *Lydiaca*, Ion of Chios (480-422 BC) *The Foundation of Chios*, *Visits*

2. Commentary on selected sections from the books V-VIII

The introductory section of the *Histories* and the construction of the authorial identity

Macedonian *logos* (5. 17-22)

The Athenian change of regime: From the rule of the Peisistratids to that of the Alcmaeonids (5. 55-72)

Cypriot *logos* (5.103-115)

The Second Persian Invasion and the Battle of Marathon (6. 94-120)

The Third Persian Invasion and the Battle of Thermopylae (7. 201-233)

The Tetralogy of speeches (8. 140-144)

(4) TEACHING and LEARNING METHODS - EVALUATION

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| DELIVERY <i>Face-to-face, Distance learning, etc.</i> | Face-to-face | |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i> | Use of powerpoint, internet tools and the e-class platform | |
| TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i> | Activity | Semester workload |
| | Lectures | 13 |
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| | Course total | 125 |
| STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | Written examination | |

(5) ATTACHED BIBLIOGRAPHY

1. R. Bichler and R. Rolinger *Herodot.* Hildesheim 2000 (Georg Olms)
2. E. J. Bakker, IJ. F. de Jong and H. Van Wees (eds.) *Brill's Companion to Herodotus.* Leiden and Boston 2002 (Brill)
3. D. Asheri, A. Lloyd and C. Aldo *A Commentary on Herodotus books I-IV.* Oxford 2007 (OUP)
4. C. Dewald and J. Marincola (eds.) *The Cambridge Companion to Herodotus.* Cambridge 2006 (CUP)
5. E. Irwin and E. Greenwood (eds.) *Reading Herodotus: A Study of the logoi in Book 5 of Herodotus' Histories.* Cambridge 2007 (CUP)
6. N. Luraghi (ed.) *The Historian's Craft in the Age of Herodotus.* Oxford 2007 (OUP)
7. E. Baragwanath *Motivation and Narrative in Herodotus.* Oxford 2008 (OUP)
8. V. L. Provencal *Sophist Kings: Persians as Other in Herodotus.* London and New York 2015 (Bloomsbury Academic)

9. J. Priestley and V. Zali (eds.) *Brill's Companion to the Reception of Herodotus in Antiquity and Beyond*. Leiden and Boston 2016 (Brill)